

## Chapter 5 *Physical Activity*

### Module 5: Measuring Success

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### Step Up and Step Out to measure results!

#### Why Measure Results?

Check the physical activity component of the community review to help plan physical activity actions within the community and school(s). Individuals and institutions benefit by completing the reviews to:

- ♥ Identify strengths and areas for development in a program
- ♥ Determine a starting point by which to determine success
- ♥ Establish goals
- ♥ Check progress with achieving goals



#### Community results

At first thought, measuring the results of community actions can seem a little challenging. Participation in activities is often used, but the coalition can only impact the number of opportunities presented in the community. It can't make each individual's choice for participation. Of course participation can be used as a measure but there are many other indicators of progress.

#### Measuring healthy behaviors

To measure success, determine a measure for each action identified on the community review and action plan to change the environment and encourage healthy choices.

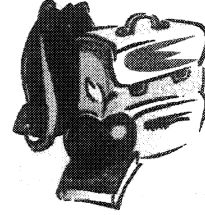
Since the coalition can't be responsible for personal choices, focus on measures of the number of opportunities that were created or improved. Some of ideas for measures of actions are discussed on the following pages:



## School results

### Goals for physical activity include:

- ♥ Teaching skills and increasing an interest in activities that will result in lifelong habits
- ♥ Keeping students in motion whenever appropriate
- ♥ Developing a link with healthy eating



### More specific environmental actions the coalition might use to measure success in schools include:



- ☐ An increase in the number/frequency of role models
- ☐ An increase in noncompetitive physical activity
- ☐ An increased number of "wellness" opportunities provided to staff
- ☐ An increase in the number of physical activity in-service sessions provided for staff

### Increased opportunities in curriculum might be measured by:

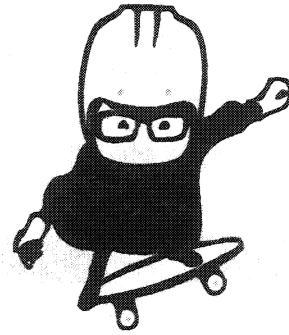


- ☐ An increase in the number of days physical education is offered
- ☐ Increased percentage of classes, school-wide, integrates nutrition education
- ☐ Class sizes closer to recommended standards
- ☐ The number of links formed in each class, i.e., with art, music, school meals, and the classroom
- ☐ An increase in resources readily available for teachers

### Changes in student behavior/skills might also be measured by considering the following:



- ☐ Students identify reasons to make physical activity choices.
- ☐ The number of times students ask for physical activity as a reward.
- ☐ If students demonstrate an interest in setting personal physical activity goals



## Individual results:

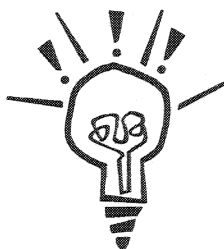
Keeping a log to track physical activity daily is one way to check individual success. Other indicators of success are dependent on the individual goals that are set. Individuals can plan for success by setting a few small, easy to achieve goals for a specific time period and checking accomplishments or the need for resolving the problems that prevent success.

## Problem solving measures

Sometimes, measures of success are determined by how many of the “problems” that *prevent* success are eliminated!

Some examples of the factors that may limit success and need to be considered include:

1. **Communication:** Are actions communicated to all that are involved in implementing the plan? Is there good awareness of the event, program, or action?
2. **Time:** Is there good timing with all that is going on in the community or surrounding the action? Is an event or program being held at the right time of the day, or day of the week?
3. **Location:** Is the program or event held in a location convenient to participants?
4. **Resources:** Is the action cost feasible and cost effective? Were there enough supplies, equipment or people available to initiate the action?
5. **Participation:** What factors may have contributed to the success/failure of the action. Were there too many other events/programs occurring at the same time?
6. **Overall:** Should the action be repeated? If it was a success, was it successful considering the resources used? If it was a failure, should revisions be made, and then the action be repeated?



**Module Tip:**

Daily life activities + programs/events = increased physical activity across the community. Remember CDC's theme "Physical Activity...It's Everywhere You Go." Use this as a reminder to measure activity EVERYWHERE!

**FAQs:**

- **Question:** Is it enough to just measure changes in school?  
**Answer:** Community actions are just as important. Children spend a significant amount of time in school, but the entire community environment of the whole community sets the course for healthy choices.



## Physical Activity Measures Checklist

Check each of the following actions as they are completed.

- ☐ Actions planned for physical activity on the VMSOA plan are developed from the community review and measures are identified for each action.
- ☐ Develop measures for the actions planned above.

**Examples:**

**Action:** *Increase the number of noncompetitive baseball teams in the city league.*

**Measure:** *Record the number of noncompetitive teams at the beginning and at the end of the year and compare.*

**Action:** *Include at least one activity break at each staff meeting.*

**Measure:** *Log the number of activity breaks in a year.*

**Action:** *Enlist the help of service organizations in raising money for a community walking path.*

**Measure:** *Log the number of service organizations participating at each 3 month interval.*

- ☐ Identify a person who will be responsible for collecting nutrition education action information.

**Person responsible:** \_\_\_\_\_

- ☐ Identify the methods that will be used for measuring/tracking information.
- ☐ Determine a schedule for reporting results to the coalition specified in the coalition's timeline.
- ☐ Include the reporting schedule in the coalition's timeline.

**Notes:**



## Component: Physical Activity

### Example of how measures are indicated

Physical Activity Factors	Initial Status	Actions Planned	Results Demonstrated
1. Opportunities, in addition to physical education classes, exist for physical activity before, during, and after the school day	<input type="checkbox"/> Strength <input checked="" type="checkbox"/> Develop Date 6/05	Example: <i>Identify the feasibility of adding noncompetitive physical activity to existing latchkey programs and daycare centers by 2/06</i>	<input type="checkbox"/> In progress Examples of measures: <i>An increase in the number of after school programs offering noncompetitive activity; an increase in the number of resources/ideas provided to facilities</i>
2. Physical activity is a daily part of the classroom routine	<input type="checkbox"/> Strength <input checked="" type="checkbox"/> Develop Date 6/05	Example: <i>Form a committee and identify resources/ideas for classroom teachers by 9/05</i>	<input type="checkbox"/> In progress Examples of measures: <i>An increase in the number of times physical activity is incorporated in the classroom</i>
3. Physical activity experiences provided are fun, age appropriate, and enhance a student's self-esteem	<input type="checkbox"/> Strength <input checked="" type="checkbox"/> Develop Date 6/05	Example: <i>Create community activity experiences that are appropriate for different age groups by 12/05</i>	<input type="checkbox"/> In progress Examples of measures: <i>An increase in the number of activity experiences for each age group—preschool, K-2, 3-5, 6-8, teens</i>
4. The school/community offers a non-competitive environment for physical activity beyond competitive sports programs	<input type="checkbox"/> Strength <input checked="" type="checkbox"/> Develop Date 6/05	Example: <i>Identify more noncompetitive activity for all children in the city recreation league and at high school by 4/06</i>	<input type="checkbox"/> In progress Example: <i>An increase in the number of noncompetitive physical activity opportunities</i>
5. Discipline policies do not include the use of physical activity as punishment	<input type="checkbox"/> Strength <input checked="" type="checkbox"/> Develop Date 6/05	Example: <i>Provide education and ideas for alternative punishments by 3/06</i>	<input type="checkbox"/> In progress Examples of measures: <i>A decrease in the number of times physical activity is used for punishment as reported</i>
6. Physical education curricula support the personal development of student behaviors in decision making, goal setting, and personal fitness needed to maintain a healthy lifestyle	<input type="checkbox"/> Strength <input checked="" type="checkbox"/> Develop Date 6/05	Example: <i>Form a committee and identify resources/ideas for PE teachers by 9/05</i>	<input type="checkbox"/> In progress Examples of measures: <i>An increase in resources readily available for teachers</i>

Physical Activity Factors	Initial Status	Actions Planned	Results demonstrated Specify # actions taken, changes, or comments
7. Physical education curricula provides instruction in lifetime sports and activities	<input type="checkbox"/> Strength <input checked="" type="checkbox"/> Develop Date 6/05	Example: Form a committee and identify resources/ideas for PE teachers by 9/05. Identify training sources for PE teachers by 11/05	<input type="checkbox"/> In progress Examples of measures: An increase in the number of teaching skills used, increased interest by students in activities that will result in lifelong habits; teacher attendance at training sessions.
8. Physical education classes are scheduled with sufficient time and frequency to meet the above curricula goals	<input type="checkbox"/> Strength <input checked="" type="checkbox"/> Develop Date 6/05	Example: Work with administrators to identify the feasibility of an increase in time or frequency of physical education classes by 11/05	<input type="checkbox"/> In progress Examples of measures: An increase in time of frequency; steps to meeting the goal, such as changes in facilities or increased staff/ides.
9. Active links exist between students and school health partners, i.e. parents, school staff, and community, for physical activity opportunities	<input type="checkbox"/> Strength <input checked="" type="checkbox"/> Develop Date 6/05	Example: Add a physical activity component to the back to school open house, the holiday music program, and the community Fall chili festival by 5/06	<input type="checkbox"/> In progress Examples of measures: The number of links formed in each class, i.e., with art, music, school meals, the classroom, and the community.
10. School staff model personal healthy eating and physical activity choices	<input type="checkbox"/> Strength <input checked="" type="checkbox"/> Develop Date 6/05	Example: Involve hospital wellness program staff in developing stretching activities with PE teachers for them to share at district level meetings	<input type="checkbox"/> In progress Examples of measures: An increased number of "wellness" opportunities provided to staff
11. Administration supports the above factors	<input type="checkbox"/> Strength <input checked="" type="checkbox"/> Develop Date 6/05	Example: Meet with the school principal to determine what resources/awareness are needed	<input type="checkbox"/> In progress Examples of measures: The number of action steps towards meeting goals following meeting with administrators
Other (please specify)	<input type="checkbox"/> Strength <input checked="" type="checkbox"/> Develop Date 6/05	Example: The coalition will personally recognize and thank administrators, teachers, and others for their efforts	<input type="checkbox"/> In progress Examples of measures: The number and frequency of recognitions given

